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| ***° Colegio Colombo Británico***  ***Section Early Childhood***  escudo simple en gris ***First Grade – Second Language 2016-2017*** |

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| ***SECOND LANGUAGE ENGLISH*** | | | | | | | |
|  | | | ***Achievements*** | ***Achievement Indicators***  ***I Period*** | ***Achievement Indicators***  ***II Period*** | | ***Achievement Indicators***  ***III Period*** |
| ***Oral Communication*** | | ***Listening and speaking*** | ***Show understanding of oral language, following sets of instructions, retelling stories and events told ~~and organising them in sequence~~***  ***(Phase 2)***  ***Listen and speak using complete sentences, with increasing confidence and comprehension in social and academic interactions***  ***(Phases 2/3)*** | ☑~~Responds to instructions and with phrases to questions in different contexts.~~  Follows a set of instructions given  (Be able to express feelings, ask for permission, basic vocabulary for being polite, introduce poems and songs weekly, use adjectives regularly) (Phase 1/2) BICS  Responds to questions with simple phrases  ☑Asks questions to gain  information and respond  to inquiries directed to  themselves or to the class (PHASE 2) CALP **to cover, not to assess** | *☑~~Uses oral language to communicate during classroom activities and conversations. (Be able to express feelings, ask for permission, basic vocabulary for being polite, introduce poems and songs weekly, use adjectives regularly) (Phase 2) BICS~~*  *Responds in oral, graphic or written form to stories read aloud*  *☑*Uses grammatical rules of the  Language of instruction (PHASE?) CALP  *(Learners may overgeneralize at this stage). (Simple Present tense and simple Past, possessives)*  *Uses oral language to communicate during classroom activities and conversations* | | *~~☑~~*~~Uses language to explain,~~  ~~inquire and compare~~ *~~(Future tense, adjectives)~~* ~~(Phase 3) CALP~~  *~~☑Recognizes patterns in~~*  *~~language(s) of instruction~~*  *~~and use increasingly accurate~~*  *~~grammar~~ (PHASE 3) CALP*  *Responds to questions with complete sentences (We leave just one indicator since this addresses both oral communication skills)* |
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| ***Visual communication*** | | ***Viewing and Presenting*** | ***Viewing and talking about the images others have created helps us to understand and create our own presentations. (Phase 2)*** | *☑* Makes inferences based on  illustrations ~~seen in picture~~  ~~books commenting on the~~  ~~information being conveyed (PHASE 2)~~ | ☑ Uses shapes, symbols  and colours in presentations (PHASE 2) | *☑*  ~~D~~*~~esign visual aids,~~*  *~~using shapes, colours,~~*  *~~symbols, to~~*  Uses shapes, symbols and colours in presentations to *achieve a particular purpose (PHASE 3)* | |

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|  | | | ***Achievements*** | ***Achievement Indicators***  ***I Period*** | ***Achievement Indicators***  ***II Period*** | | ***Achievement Indicators***  ***III Period*** |
| ***Written communication*** | | ***Reading*** | ***~~Use various reading strategies to decode text.~~***  ***~~(Phase 2)~~***  **Apply a range of strategies to read and understand texts.**  ***~~Read for pleasure and information in a variety of situations, with increasing independence, and discuss what has been read.~~***  ***~~(Phase 2)~~***  ***~~Distinguish beginning, medial and ending sounds of words (Phase 2)~~***  *(Decoding strategy)* | *☑ ~~Applies reading behaviours in guided reading situations.~~ Divide strategies along the period choose 10 among all (* PHASE 2*)*  *Applies reading behaviours in different reading situations*  *~~☑Reads and understands the~~*  *~~meaning of self-selected and~~*  *~~teacher-selected texts at an~~*  *~~appropriate level (DEAR time and ORT texts)~~*  *☑~~Distinguishes and enunciates beginning and ending sounds. (Phase 2) (starting with the ABC and rhymes and move towards blending:~~*  ~~S~~**~~t~~** ~~/S~~**~~p~~** ~~/S~~**~~m~~** ~~/S~~**~~n)~~** | ***☑ ~~Uses sound–symbol relationships and recognizes familiar sounds/symbols/~~***  ***~~words of the language community~~ (reading strategy)(Phase 2)***  ***☑***  ~~Responds to questions to understand the meaning of texts at an appropriate level (PHASE 2)~~  Responds to questions to show understanding of texts read  *☑~~Distinguishes and enunciates blends at the beginning of words. (Phase 2) br, bl, cr, cl, tr, tl, gr, gl, fl, pl, dr~~* | | ***☑***  ~~Responds actively to reading situations (makes predictions, anticipates possible outcomes.)~~PHASE 2)  Applies strategies to understand texts read  ***~~Uses sound–symbol relationships and apply reliable phonetic strategies~~***  ***~~when decoding print (Phase 3)~~***  *~~☑~~*~~Distinguishes and enunciates beginning digraph sounds of words (th, ch, sh, wh, ph) (Phase 2) Cover from the beginning of the school year in BICS~~  refrains |
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| ***Written communication*** | | ***Writing*** | ***~~- Understand that consistent ways of recording words or ideas enable members of a language community to understand each other’s writing.~~***  ***~~(Phase 2)~~***  ***- ~~Understand that people write in a structured way to communicate.~~***  ***(Phase 2)***  ***Understand that people use a structure in writing to communicate*** | *~~☑ Connects written codes with the sounds of the spoken language and reflects this understanding when recording ideas. (Phase 2)~~*  *☑ Writes about their*  *own ideas, ~~experiences and~~*  *~~feelings~~ using simple sentence structures*  *Rubric: (for example, “I like …”, “I can …”, “I went to …”, “I am going to…) and some of the High Frequency words taught.*  *(Phase 2)* | *~~☑Writes High Frequency Words with correct spelling and others according to phonics.~~*  *~~Organizes written ideas in a logical sequence~~*  *Writes short texts in a logical sequence.*  *(Rubric) using some of the High Frequency words taught. (Phase 3)*  *~~☑ Participates in shared and guided writing, observing the teacher’s model, asking questions and offering suggestions. (Phase 2)~~* | *~~☑ Writes an increasing number of frequently used words independently. (Phase 2)~~*  *☑ Writes to communicate a message with a variety of purposes ~~using an increasing number of frequently used words.~~ (Phase 3)* | |